



Riverview School Charter - 2022

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VISION STATEMENT:

Riverview School grows confident, successful individuals who are:

- Hooked on HEARTWISE values
- Cooperative and community minded
- Creative thinkers and problem solvers
- Motivated, lifelong learners
- Passionate eco-warriors
- Proud to celebrate achievements
- Competent in literacy and numeracy
- Discoverers of personal talents

MOTTO: *Growing, discovering, learning for life.*

Our School Values (HEARTWISE) are:

Honesty, Excellence, Aroha, Respect, Tolerance, Whanau, Inquiry, Sustainability, Effort

School Description

Riverview School is a co-educational, Decile 7, U5, contributing primary school located in suburban Kerikeri in the mid-north of Northland. The township of Kerikeri is adjacent to, and is a significant service centre for, the Bay of Islands. The school population is drawn from both suburban and rural areas, with many children travelling to school by bus.

The original school, adjacent to the Stone Store Basin, was called Riverview School, with the 'new' Riverview School being established on its present site in 1988. The school is named after the Kerikeri River (although this cannot be viewed from the site), with the confluence of the Kerikeri and Waipapa Rivers nearby. The school is set in flat, well-landscaped grounds and sports fields, and is partially surrounded by the original orchard's bamboo shelterbelts.

The school consists of 18 teaching spaces, an administration block, a large hall, a library, a swimming pool, netball courts, a designated special needs building (the Rainbow Room), and a separate "Whare hui" (meeting room) in what used to be the dental clinic. 2014 saw the completion of a major building programme to fix major damage through leaky building issues. The school continues to modernise and upgrade classrooms and furnishings. Several major outdoor improvements have also taken place. Shade areas and verandas make the buildings more suitable for Northland's climate – both the sun and the rain, and air conditioning units help immensely. Four adventure playgrounds are appreciated by children and provide safe yet challenging play areas. Teachers and classes use the swimming pool, recently upgraded, extensively during the summer months. Fifty solar panels were installed in early 2018 to significantly reduce the school's carbon footprint and reduce electricity costs.

The school roll has steadily increased with a roll of 458 students/ākonga at the end of 2021. An Enrolment Scheme was activated in October, 2011 to manage this growth. The percentage of Māori ākonga is approximately 25%. There is strong liaison between local early childhood centres and the school in order to provide a safe and successful transition to school for the new entrants. The majority of Year 6 ākonga transition successfully on to Kerikeri High School as Year 7 ākonga.

The school is seen as very much part of the Kerikeri community, and relies on it for both financial support (e.g. the annual Bazaar), and human support (e.g. transport for outdoor education trips, sports coaching, music tuition, Bible in Schools programme, etc.). There are many supportive parents who are willing to serve on the BOT, PTA, and/or Bazaar/Fundraising Committee, or as sports coaches and parent helpers in classrooms. The staff is comprised of a large number of extremely well-qualified and experienced teachers and ancillary staff. Recent staff appointments have included several Beginning Teachers.

The Riverview School learning community is committed to providing quality teaching that results in significant ākonga outcomes. Teachers are committed to making a difference for all ākonga by “raising the bar and closing the gap”. With this in mind, teachers undertake corporate and individual professional development to increase their knowledge and skills in Numeracy and Literacy, and in formative practice. Professional development incorporates school wide needs, teachers’ personal professional goals, and appraisal process outcomes, linking directly to the strategic plan. The professional development of the teacher aides has been maintained through regular “in-house” training sessions. This has helped raise the quality of the intervention and help for ākonga needing support.

The school has a programme of individual and school-wide monitoring and evaluation, using both teacher assessment and standardised tests (e.g. asTTle). The school reports to families in writing on individual achievement of ākonga twice each year, and to the community on its overall achievement. Other reporting to parents is done regularly, using a variety of approaches, including portfolios, Parent-Teacher-Child conferences for both goal-setting and goal-reviewing, and Student-led conferences.

Riverview School acknowledges the significance of Te Tiriti o Waitangi (1840) which is New Zealand’s founding document. The curriculum and culture of Riverview School incorporates Te Tiriti o Waitangi in three principles: Partnership, protection and participation. These three principles assist Riverview School to implement an environment that acknowledges the importance of Māori as tangata whenua and also celebrates the multi-cultural dynamic of our community.

The curriculum reflects many aspects of the Maori culture from Me Tikanga, weekly te reo Māori lessons in each class, a weekly Kapa haka programme, and a senior group performing at festivals. Powhiris are held to welcome visitors, and the weekly assemblies contain a significant Mātauranga Māori aspect.

Riverview School implements a curriculum which recognises the importance of teaching the “whole child.” A key input to this is a programme, unique to Riverview School, called HEARTWISE. The vision statement is interwoven to reflect both HEARTWISE and Te Tiriti o Waitangi.

A variety of online learning technologies are integrated into class programmes, across all year levels, to strengthen the learning of ākonga. The school has invested significantly in providing resources for this purpose and is enhanced by our voluntary “opt-in” bring your own device (BYOD) programme at Year 5 and 6 level. Those not choosing this option are provided for by the school using the government resourcing available.

We pride ourselves on being an inclusive school which includes and caters for children with special needs by way of educational plans and we offer behaviour management systems and structures to support and develop the individual.

Other areas of the curriculum include:

- Bible-in-Schools, which has been endorsed by the community through consultation every 3 years, and is attended by the majority of the children,
- Kiwisport Active Schools programmes, which promotes children being involved in regular physical activity during the school day. We encourage our ākonga to participate in Saturday morning team sports, especially in the winter.
- Environment Education, promoting wise and responsible use of resources that preserve the world we live in. In 2015 Riverview School was awarded a “Silver Enviro-award” from the Northland Regional Council, and we were officially recognised at “Green-Gold” status in November, 2020, following concerted efforts to embed environmentally supportive philosophies, practices and initiatives.
- Health programmes and a variety of extra-curricular activities.
- Healthy eating is encouraged throughout the school including our being a water only school.

Treaty Matters and Areas of Focus at Riverview School

Riverview School works hard to provide the best possible education for all children. We have developed strong working policies and programmes that incorporate the three principles of Te Tiriti o Waitangi.

1. **Partnership:** Riverview School will respect and uphold the unique heritage of those who are descendant of Te Tiriti o Waitangi and those who are descendants of the multi cultures that make up our community through:

- All school assemblies will reflect a kaupapa Maori aspect including a himene, karakia and National Anthem in both te reo Māori and English.
- Classroom programmes will promote the use of Te reo Māori in a natural and inclusive manner, at various levels of proficiency for each teacher. As well as this, the languages of other cultures that make up the classroom community, will be respected and encouraged to be used in appropriate ways.
- A strong kapa haka programme is in place with all children participating. The programme includes a high quality performance group which performs for both the local community, and combined schools' events. The Kapa haka group also assist in special ceremonies and functions that are held at Riverview School
- Mātauranga Māori is a strong focus at Riverview School with each teacher taking responsibility for their own classroom with the support of professional development that is provided through an in house teacher. Each teacher implements Mātauranga Māori to the best of their ability with support networks available.
- The Board of Trustees has committed to further develop our partnership responsibilities through use of the Hautū tool and whanau hui. We aim to improve the success of Maori ākonga as Maori.

2. **Protection:** To protect the taonga of our ākonga' cultural diversity and the environment we all share.

Riverview School has experienced a growing number of children with diverse national and ethnic backgrounds. To support this, the school has policies and practices embedded that are committed to reflect the culture and background of each and every ākonga to ensure that what is special to them is treasured as their unique taonga. This is embedded in policy statements such as: *"To ensure that a balanced Social Sciences Curriculum is presented, which is inclusive of culture and gender, and emphasises the bicultural and multicultural nature of New Zealand's heritage."* (Policy NAG 1:15 Social Sciences Procedure).

- To build a shared set of values that provide a safe and harmonious learning environment for all ākonga. The *HEARTWISE VALUES* of Aroha, Respect, Tolerance and Whanau are all connected to the school's commitment toward celebrating cultural diversity. These values are always at the heart of what we do with weekly assemblies explaining the values and celebrating children who demonstrate the values in their actions and words around the school. These assemblies are led by the children and include opportunities for the celebration of cultural and ethnic diversity. Such inclusion of cultural diversity is also incorporated into each classroom environment.

- Riverview School places a high value on looking after our environment and ensuring natural resources are respected and cared for. To this end, a Teacher has responsibility to lead programmes within the school related to recycling, re-using and reducing waste, and care for the natural flora and fauna in the school and the wider community. We are a registered “Enviro-school” and we work with the Northland Regional Council and other agencies toward these aims. Our Caretaker is also an important person in this endeavour. Each year a group of senior ākonga are selected as ‘Eco-Warriors’ and they take a lead across the school in practical programmes related to our school environment.
3. **Participation:** To Ensure that all reasonable steps are taken to ensure that the whole school community is involved in the education of our children/tamariki, incorporating the philosophy that, “It takes a community to raise a child”.
- Riverview School takes pride in the active involvement it gets from the families/Whanau of our learning community. Through the amazing effort and time of our families/whanau we are able to implement events such as the annual “Bazaar,” welcoming each family/whanau to contribute no matter how big or small.
 - Riverview School recognises the importance of strengthening its Mātauranga Māori understanding. Through “Whanau Hui” we aim to develop a better understanding on what our families/Whanau are wanting, how this can influence our current programmes and, ultimately, improve ākonga engagement and outcomes.
 - Riverview School is committed to the up skilling of its knowledge base of Mātauranga Māori through professional development. At present one teacher is reasonably able to converse in Te Reo Māori and several others have attended intensive classes through the local Wananga O Aotearoa in Kaikohe. A partnership with our local hapu, Ngati Rehia, has resulted in staff learning from them about local history, tikanga, and inclusiveness. Ākonga also benefit from this partnership with face to face classes and experiences.
 - Where individual families are wishing to have their children in full immersion or bi-lingual learning classes, we are able to recommend entry into two local schools with these options available, being the bi-lingual unit at Kerikeri Primary School and the TKKM O Whangaroa at Matauri Bay, just north of Kerikeri.
 - Riverview School provides for children with special learning needs. We have a reputation for being very inclusive and this has been achieved through establishing a genuine inclusive culture within the school. This is evident in the following:
 - We have developed a set of structures within the school that ensures all children, and particularly those with learning difficulties, are genuinely welcomed and included at Riverview.
 - A teacher with responsibility for arranging programmes to meet the needs of children with disability or disadvantage is in place. This Special Education Needs Coordinator (SENCO) has a permanent Management Unit to ensure this focus is not diminished, and has release time to collaborate and coordinate the many agencies and people involved in supporting the children identified as needing individualised assistance.
 - The school has developed a culture of inclusiveness. This is best seen in our HEARTWISE values, including: Aroha, Respect, Tolerance, Whanau and Inquiry – where other children learn about any special need a child may have and develop empathy for the ākonga special challenges in life.

In 2011 the school undertook major work to provide better access around the school for the disabled, and has a modified facility for room access (ramps), toileting, changing and caring for high needs ākonga, and a special lift chair for entry into the swimming pool. These works have been added to more recently as new children with unique health, safety and learning needs enrol with us.

Effective Teaching

To grow the professional capability of our teachers, enabling them to deliver quality teaching and learning programmes:

Student Learning

To raise student achievement by having a responsive curriculum that engages, challenges, and inspires our learners:

School Culture

To provide an inclusive, safe, future-focused, and supportive environment in which ākonga/learners, staff, and whānau feel confident and successful:



Strategic Plan 2022 - 2024

Vision Statement

Riverview School grows confident, successful individuals who are:

- Hooked on HEARTWISE values
- Cooperative and community minded
- Creative thinkers and problem solvers
- Motivated, lifelong learners
- Passionate eco-warriors
- Proud to celebrate achievements
- Competent in literacy and numeracy
- Discoverers of personal talents

Our School Values (HEARTWISE) are:

Honesty, Excellence, Aroha, Respect, Tolerance,
Whanau, Inquiry, Sustainability, Effort

Leading and Managing

To build leadership capability at all leadership levels, to improve teaching and learning outcomes:

Community Engagement

To build authentic community partnerships so that our ākonga/learners are nurtured to grow and supported to succeed:

Resources and Environment

To provide and manage a growing range of high-quality resources, excellent learning spaces and an outdoor environment that facilitate desired learning outcomes.

Strategic Plan Details:

Effective Teaching: To grow the professional capability of our teachers, enabling them to deliver quality teaching and learning programmes:

2022

- Grow teacher cultural capability to improve Maori ākonga success through a second year of MOE PLD contract with Auckland University.
- Introduce and teach the new NZ Histories curriculum, with the professional guidance of a PLD contract with Auckland University
- Be well prepared for a possible lockdown, or other strategic changes to cope with pandemic needs, including home based learning strategies should they be needed.

2023:

- Review Student achievement in Reading, Writing and Mathematics, to identify PLD needs and plan and implement PLD appropriate to those needs.
- Continue to embed the NZ Histories curriculum into classroom programmes

2024

- Review Student achievement across all learning areas, to identify PLD needs and plan and implement PLD appropriate to those needs.

Student Learning: To raise student achievement by having a responsive curriculum that engages, challenges, and inspires our learners:

2022:

- Focus on engaging ākonga/learners through providing a rich curriculum integrating Enviro studies, Science, Social Studies (including NZ Histories), and Tikanga Māori.

- Address the 'basics' through PR1ME Maths and Write That Essay.
- Prioritise funding for learning assistance to low achieving ākonga, including Maori.

2023

- Review student achievement and identify areas of need (curriculum areas, year groups, sub-groups) where additional resource and emphasis can be directed.
- Continue using PR1ME Maths and WTE, and review their effectiveness and continuation going forward.

2024

- Review student achievement and identify areas of need (curriculum areas, year groups, sub-groups) where additional resource and emphasis can be directed.

School Culture: To provide an inclusive, safe, future-focused, and supportive environment in which ākonga/learners, staff, and whānau feel confident

2022:

- Embed our Enviro School Green-Gold status with the Northland Regional Council through enviro-friendly learning and practices.
- Implement the Positive Behaviour for Learning (PB4L) Behaviour Management Plan at the start of the year, and continue with the PB4L PLD Contract with the MOE.
- Increase staff cultural capability through PLD contract with Auckland University.

2023

- Evaluate effectiveness of the PB4L PLD contract with a view to continue its' implementation in 2024 and beyond.
- Plan and implement any strategies identified through the PB4L.
- Continually evaluate and, where needed, strengthen the school's capability and provision of inclusive and culturally responsive teaching and learning.

2024

- Review all aspects of the school's culture and develop and implement strategies for improvement.

Community Engagement: To build authentic community partnerships so that our ākonga/learners are nurtured to grow and are supported to succeed:

2022:

- Develop strong community partnerships; e.g. local iwi [Ngāti-Rehia], DOC, etc., and build strong links with pout parent community.
- To enhance:
 - Manaakitanga: care for
 - Whanaungatanga; build strong relationships
 - Kotahitanga: unity
 - Wairuatanga: spiritual
 - Manaukaipo: connection to placeThrough the Cultural Capability PLD contract, and through a commitment from staff in this development.
- Work with the community as we cater for the demands of Covid 19 Health and Safety measures.

2023

- Build relationships between home and school through strategic community events and activities.

2024

Leading and Managing: To build leadership capability at all leadership levels, to improve teaching and learning outcomes:

2022:

- Work with MOE to plan for growing roll needs including additional teaching spaces and other building facilities.
- Induction, training and mentoring of two new teaching staff, and new Team Leader.

- Plan succession planning for triennial Board election to maintain effective governance. Elections are likely to be in Term 3.

2023

- Build leadership capability of both senior and middle management through appropriate PLD

Resources and Environment

To provide and manage a growing range of high-quality resources, excellent learning spaces and an outdoor environment that facilitates desired learning outcomes.

2022:

- In partnership with the MOE and Avail Pacific (property management) complete projects outlined in the current 5 Year Property Agreement.
- Construct a high-quality sun protection covering for the junior playground (planned for April).
- Work with MOE on school boundary fencing needs in relation to student safety. This is currently in MOE hands, and may include putting in a 1.8m fence around the whole school.
- Put in new waste-water and sewerage upgrade (major property item) in association with MOE and Avail Pacific.

2023

- In conjunction with the MOE, plan for possible roll-growth generated accommodation.

Effective Teaching 2022 Focus

Grow teachers' cultural capability, through a MOE PLD contract with Auckland University.

Teach the new NZ Histories curriculum, with the professional guidance of a PLD contract.

Be prepared for a lockdown, or other strategic changes to cope with pandemic needs, including home based learning strategies.

Student Learning 2022 Focus

Focus on engaging ākonga/learners through providing a rich curriculum integrating Enviro studies, Science, Social Studies (including NZ Histories), and Tikanga Māori.

Address the 'basics' through PRIME Maths and Write That Essay.

Prioritise funding for learning assistance to low achieving ākonga, including Maori.

School Culture 2022 Focus

Embed our Enviro-School Green-Gold status with the NRC through enviro-friendly practices.

Implement the Positive Behaviour for Learning (PB4L) Behaviour Management Plan at the start of the year, and continue with the PB4L PLD Contract with the MOE.

Increase staff cultural capability through PLD contract with Auckland University.



Annual Plan 2022

Vision Statement

Riverview School grows confident, successful individuals who are:

- Hooked on HEARTWISE values
- Cooperative and community minded
- Creative thinkers and problem solvers
- Motivated, lifelong learners
- Passionate eco-warriors
- Proud to celebrate achievements
- Competent in literacy and numeracy
- Discoverers of personal talents

Our School Values (HEARTWISE) are:

Honesty, Excellence, Aroha, Respect, Tolerance,
Whanau, Inquiry, Sustainability, Effort

Community Engagement 2022 Focus

Develop strong community partnerships (e.g. local iwi [Ngati-Rehia], DOC, etc.)

To enhance:

Manaakitanga: care for others

Whānaungatanga: build strong relationships

Kotahitanga: unity

Wairuatanga: spiritual

Mana ūkaipō: connection to place

Work with the community as we cater for the demands of Covid 19 Health and Safety measures.

Leading and Managing 2022 Focus

Plan for growing roll needs including additional teaching spaces and other building facilities.

Induction, training and mentoring of two new teaching staff, and new Team Leader.

Plan succession planning for triennial Board election to maintain effective governance. Elections are likely to be in Term 3.

Resources and Environment 2022 Focus

Complete projects outlined in the current 5 Year Property Agreement.

Construct a high-quality sun protection covering for the junior playground.

Work with MOE on school boundary fencing needs in relation to student safety.

New waste-water and sewerage upgrade

Rationale	Goal	Expected Outcomes	Key Actions	Resourcing Leadership	When Term 1 2 3 4
<u>Effective Teaching</u> To grow the professional capability of our teachers, enabling them to deliver quality teaching and learning programmes.					
Our ambition is to be a culturally capable and responsive school, effectively respecting and using culturally appropriate strategies to support all ākonga and, in particular, those identifying as Māori.	Grow teachers' cultural capability, through a MOE PLD contract with Auckland University.	Work with Lisa Watson of Auckland University (funded through a MOE funded PLD contract) to grow teacher and staff cultural capability to improve our inclusiveness and provision for Maori ākonga learning success.	Contract with Auckland University Periodic PLD for all teachers Action plans for staff with follow up	Leadership by the Exec. All resourcing provided through MOE contract or school budget.	Terms 1 - 4
The MOE has introduced a new Curriculum requirement to teach a new NZ Histories programme, linked into the Social Studies curriculum, and schools are required to begin using this in 2022.	Teach the new NZ Histories curriculum, with the professional guidance of a PLD contract.	Teachers will work with Lisa Watson of Auckland University (funded through a MOE funded PLD contract) to introduce and begin teaching of the new NZ Histories Curriculum.	Contract with Auckland University Periodic PLD for all teachers Action plans for staff with follow up.	Leadership by the Exec. All resourcing provided through MOE contract or school budget.	Terms 1-4

The Covid 19 pandemic, including the Delta and Omicron variants (and potentially others) means we must be well planned for possible changes to how we provide learning for all students. We now have experience in homebased learning during 2020 and 2021 lockdowns.	Be prepared for a lockdown, or other strategic changes to cope with pandemic needs, including home based learning strategies.	All teaching staff will have plans for effectively continuing student learning, including from home. Resources will be ready and available for distribution at short notice, and effective communication systems between home and school in place.	Review of previous distance learning strategies. Plans in place regarding use of devices, hard learning materials, etc.	The Exec will oversee the school wide strategic plan. Team leaders will lead the Lockdown preparation for their year levels.	Ongoing through 2022. Report to BOT in Term 3.
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Rationale	Goal	Expected Outcomes	Key Actions	Resourcing Leader?	When Term 1 2 3 4
<u>Student Learning</u> To raise student achievement by having a responsive curriculum that engages, challenges, and inspires our learners.					
For the past few years, there has been an emphasis on STEM; ākonga/learners need to also learn about people and places. This has now had the new NZ Histories Curriculum added and this needs incorporating into the larger curriculum view.	Focus on engaging ākonga/learners through providing a rich curriculum integrating Enviro studies, Science, Social Studies (including NZ Histories), and Tikanga Māori.	<p>More balanced curriculum/classroom programmes</p> <p>A focus on local and international settings in social studies topics – fostering a more “eyes up” global view.</p> <p>Introduction of the NZ Histories Curriculum in classrooms across the school</p>	<p>Update school “Curriculum Document”</p> <p>Plan a schoolwide programme, and implement</p>	<p>2022 budgets for these Curriculum areas, including IT.</p> <p>PLD led by Auckland University contract.</p> <p>Exe and SLT to oversee.</p>	<p>Term 1</p> <p>Ongoing</p>

At the end of 2020, 76% of all ākonga/learners were at/above in Writing and 74% of Māori students were at/above in Maths.	Address the 'basics' through PR1ME Maths and WTE.	All classes will continue to use PR1ME Maths and Write That Essay programmes consistently, such that all students experience a consistent and progressive learning journey.	Programmes are already implemented, but need embedding by all teachers. New teachers will have mentoring in the use of these resources /approaches.	2021 budget to provide required resources across the school Catherine (Maths leader) Team Leaders	All Year
Our end of 2021 student data shows a need for In response to these needs we are prioritising LSA support for The needs of Māori ākonga will be identified and prioritised in this programme.	Prioritise funding for learning assistance to low achieving ākonga, including Maori.	Target groups of children will be identified and resourcing, including the programming of Learning Support Assistants, will be allocated to this end.	For 2022, ...	A Management Unit will be allocated to a selected teacher to provide resources/advice to teachers, and report on the effectiveness of programmes and student progress.	Report to BOT as scheduled

Rationale	Goal	Expected Outcomes	Key Actions	Resourcing Leader?	When Term 1 2 3 4
<u>School Culture</u> To provide an inclusive, safe, future-focused, and supportive environment in which ākonga/learners, staff, and whānau feel confident and successful.					
Our Vision Statement says that we “grow confident, successful individuals who are passionate eco-warriors”. We need to equip our ākonga/learners to be kaitiaki of the environment.	Embed our EnviroSchool Green-Gold status through enviro-friendly learning and practices.	-rubbish disposal reduced -litterless lunches -whole school community collaboration -increased awareness of packaging in order to reduce -greater use of recycling providers -a reduction in the staff's use of plastics - Kaitiakitanga	-schoolwide Inquiry plan -collaboration -link to HEARTWISE -link to the 4Ps	Karen J.	https://enviroschools.org.nz/creating-change/growing-outcomes/ Enviroschools Guiding Principles http://staging.enviroschools.org.nz/enviroschools-programme/guiding_principles
The 2021 beginning with PB4L has been a catalyst to review our values and HEARTWISE programme. New strategies have been planned to implement from the start of 2022 and more are to be planned.	Implement the (PB4L) Behaviour Management Plan at the start of the year, and continue with the PB4L PLD Contract with the MOE.	Staff and students know how the new HEARTWISE rewards system works and use it regularly HEARTWISE values are strengthened in their promotion and more commonly seen in student behaviour.	Implement new HEARTWISE values recognition from start of year. Work with MOE Facilitator on growing PB4L at Riverview School. Train teachers in other PB4L strategies	Exec and selected PB4L Leadership Team	Throughout the year.

Rationale	Goal	Expected Outcome	Resourcing	Who	When Term 1 2 3 4
Community Engagement To build authentic community partnerships so that our ākonga/learners are nurtured to grow and are supported to succeed.					
<p>The school community needs to build relationships with local people and places and have a sense of identity.</p> <p>We need to help our Māori ākonga/learners to achieve success as Māori.</p>	<p>Develop strong community partnerships e.g. local iwi [Ngati-Rehia], DOC, etc.</p> <p>To enhance: Manaakitanga: care for Whanaungatanga; build strong relationships Kotahitanga: unity Wairuatanga: spiritual Mana ūkaipō: connection to place</p>	<p>School personnel build strong connections with local community, especially whānau of ākonga in each class.</p> <p>Classroom practice reflects tikanga of community and is inclusive of all.</p> <p>Māori ākonga achievement is carefully monitored and they achieve success as Maori.</p>	<p>PLD provided through Lisa Watson (Auckland University) and our MOE contract.</p> <p>MU assigned to teacher to build/enhance this objective across the school</p>	<p>Everyone employed at Riverview School.</p> <p>Exec (PLD contract)</p> <p>V. Bell</p>	Ongoing
<p>2020 and 2021 threw us many challenges in responding to measures needed to control Covid 19. We need to build on our response capability in 2022, being ready for any new measures we are required to accommodate.</p>	<p>Work with the community as we cater for the demands of Covid 19 Health and Safety measures.</p>	<p>Children will continue learning no matter what change in circumstance might occur.</p> <p>Resources will be ready in the case of any lock down or other measure required.</p> <p>Staff will be prepared and flexible, and respond in a professional manner, for the benefit of the children.</p>	<p>Chromebooks (Years 5&6) and hard learning materials will be available and allocated if required.</p>	<p>SLT</p> <p>Teachers</p> <p>Office staff</p>	Ongoing

Rationale	Goal	Expected Outcome	Resourcing	Who	When Term 1 2 3 4
<u>Leading and Managing</u> To build leadership capabilities so that teaching and learning is enhanced.					
The school has a pattern of roll growth each year, and this is predicted to continue.	Work with MOE to plan for growing roll needs including additional teaching spaces and other building facilities.	The school will meet with MOE to set out needs and plans for roll growth generated accommodation	MOE	BOT and Principal	
New staff need to be well cared for in joining our school, or gaining promotion.	Induction, training, and mentoring of two new teachers and one new Team Leader.	A smooth transition of new teachers into the school, and ongoing leadership growth.	Prof. Dvpt Budget.	Principal and D.P.	
Under the Tomorrow's Schools legislation, we are required to plan for triennial Board elections in mid 2022.	Plan succession planning for triennial Board election to maintain effective governance	Current Board members decide their own availability for next 3-year term, and begin actively encouraging prospective new Board members from our school community to consider standing for election.	MOE pays for Election costs including advertising.	B.O.T.	Ongoing

Rationale	Goal	Expected Outcomes	Resourcing	Who	When Term 1 2 3 4
<u>Resources and Environment</u> To provide and manage a growing range of high-quality resources, indoor learning spaces and an outdoor environment that facilitate desired learning outcomes.					
The school has a responsibility to maintain and upkeep all buildings in partnership with the MOE through the 10 Year Property Plan and 5 Year Agreement.	In partnership with the MOE and Avail Pacific (property management) complete projects outlined in the current 5 Year Property Agreement.	<ul style="list-style-type: none"> Build additional Caretaker shed. Additional student cubbie holes and wind shelter outside Rm 1. 	Ministry funded. Avail Pacific Ltd. to implement projects	Principal	January – April.
The school has a “sun smart” policy and will provide sunshade in strategic areas of the outdoor environment.	Using the funds raised by the 2018 and 2019 Bazaars, construct a high-quality sun protection covering for the junior playground.	Sunshade in place.	Avail Pacific Ltd. To manage. Locally- raised money (Bazaars)	Principal	Term 1
Student Safety is paramount. Some young children are “runners” and securing the school boundaries would increase safety.	Investigate with MOE on school boundary fencing needs in relation to student safety. This may include putting in a 1.8m fence around the whole school.	If approved, then a fence would be built	MOE will decide if this happens and funding sources	MOE and Principal	Unknown
The school is growing and the infrastructure needs to be upgraded to cater for larger numbers.	Put in new waste-water and sewerage upgrade (major property item) in association with MOE and Avail Pacific.	Completed system	MOE	Avail-Pacific and the Principal.	To be decided

2022 ANNUAL CALENDAR FOR RIVERVIEW SCHOOL BOT SELF REVIEW (new dates needed)

MEETINGS SCHEDULED	START YEAR Jan 26	TERM 1 Feb 23	TERM 1 March 30	TERM 2 May 25	TERM 2 June 29	TERM 3 August 24	TERM 3 Sept 28	TERM 4 Nov 2	TERM 4 Nov 30
POLICIES & PROCEDURES (Schooldocs)			Health & Safety Emergency/dis aster & Crises Mgmt		Healthcare Behaviour Management		Wellbeing and Safety policies		Safety on and off school grounds
LEGISLATIVE REQUIREMENTS & SELF-REVIEW	Election of 2022 Chair. Review Board roles. 2022 Charter	Approve Charter, BOT calendar & Annual Plan to send to MOE	March 1 Roll Return report.		Principal's progress report on Annual Plan	July Roll Return Report to MOE and summary to Board	Review effect of Enrolment Scheme and plan for 2023.		Principal's report on Annual Plan
STUDENT ACHIEVEMENT/ CURRICULUM		Settling In Report from Principal 2021 EOY Student Achievement data Report (Alison)	Maori Student Achievement report #1 SNAAP report 1		Maori Student Achievement report #2 SNAAP report 2	Mid-Year Data on National Standards	Maori Student Achievement report #3 SNAAP report 3	Report on Student attendance.	Maori Student Achievement report #4 SNAAP report 4
PERSONNEL		2022 Principal performance goals 2022 Staffing Report		Professional Development Report #1	Oscar Review	Appraisal progress report	Professional Development Report #2	Banked staffing progress report	Appraisal summary report (all) Principal appraisal report
SCHOOL CULTURE & HEALTH and SAFETY	Year start up report (verbal)	Health and Safety Report T1		Health and Safety T2 Behaviour Mgmt report.	Emergency Evacuation procedures review	Health and Safety T3		Health and Safety T4	
FINANCIAL MANAGEMENT	BUDGET discussion	BUDGET approval Fundraising Plan for 2022 Accounts to auditor		Audit Feedback	Mid-year Budget review	Funding applications.		2021 Budget priorities.	2023 DRAFT Budget presented
PROPERTY MANAGEMENT		5YA projects update report	Cyclical Maintenance Report	5YA projects update report		5YA projects update report		Property Priorities for 2023	Summer holiday property projects
COMMUNITY CONSULTATION		Board Newsletter	Community Consultation			Board Newsletter			

Reports: Maori Student Achievement (Vicki), Health and Safety (Sarah H), SNAAP (John), Mid/End of Year student data, Staff PLD (Alison), Others (Ken or designated person)



End of Year Report
on
Schoolwide Achievement:
Reading, Writing, Mathematics
2021

Expectations:	
National Curriculum Levels and Equivalent Year Levels	
Curriculum Levels	Equivalent Year Levels
Within Level 1	1
At Level 1	2
Working towards Level 2	3
At Level 2	4
Working towards Level 3	5
At Level 3	6
Working towards Level 4	7
At Level 4	8

Comparison of end-of-year Curriculum Level expectation Expectations 80%> at/above expected curriculum level for year level									
	Reading			Writing			Maths		
Years	2019	2020	2021	2019	2020	2021	2019	2020	2021
All students	85%	85%	79%	79%	77%	74%	74%	76%	70%
Boys	81%	82%	73%	74%	75%	62%	76%	78%	69%
Girls	89%	88%	83%	84%	79%	84%	71%	74%	72%
NZ European	89%	87%	74%	84%	80%	72%	76%	78%	70%
Māori	75%	82%	71%	68%	75%	67%	65%	74%	61%
Other ethnicities	85%	85%	76%	81%	70%	73%	81%	70%	73%

Students at/above the end-of-year Curriculum Level expectation 2020 Expectation: 80%> at/above expected curriculum level for year level				
	Reading		Writing	Maths
All students (n442)	N(376)	85%	N(341) 77%	N(336) 76%
Boys (n214)	N(176)	82%	N(160) 75%	N(167) 78%
Girls (n280)	N(200)	88%	N(181) 79%	N(169) 74%
NZ European (n262)	N(229)	87%	N(209) 80%	N(205) 78%
Māori (n130)	N(106)	82%	N(97) 75%	N(96) 74%
Other ethnicities (n50)	N(41)	85%	N(35) 70%	N(35) 70%

Students at/above the end-of-year Curriculum Level expectation 2021 Expectation: 80%> at/above expected curriculum level for year level Increase/Decrease on end of 2020 data shown in italics				
	Reading		Writing	Maths
All students (n437)	N(343) 79%	-6%	N(322) 74% -3%	N(307) 70% -6%
Boys (n205)	N(150) 73%	-9%	N(128) 62% -13%	N(142) 69% -9%
Girls (n232)	N(193) 83%	-5%	N(194) 84% +5%	N(166) 72% -2%
NZ European (n291)	N(215) 74%	-13%	N(210) 72% -8%	N(203) 70% -8%
Māori (n131)	N(93) 71%	-11%	N(88) 67% -8%	N(80) 61% -13%
Other ethnicities (n33)	N(25) 76%	-9%	N(24) 73% +3%	N(24) 73% +3%

Reading – End-of-Year Report

The data

The data shown represent where students are placed in relation to the expected NZ Curriculum Level for their particular year level. The expected curriculum level is that for the end of the year. The data allow us to identify any areas of concern – and any cause for celebration.

Teachers have included data for English as a Second Language (ESL) students and transient students.

The data represent teachers' Overall Teacher Judgements (OTJs) of students' reading ability across the curriculum and is based on observations, reading behaviour, and assessment results.

437 students are represented – 205 boys and 232 girls.

Schoolwide

Reading at/above the end-of-year expected Curriculum Level for their year level:

79% of all students (61% at mid-year – 18% increase).

73% of all boys (55% at mid-year – 18% increase).

83% of all girls (66% at mid-year – 17% increase).

74% of the NZ European cohort (65% at mid-year – 9% increase).

71% of the Māori cohort (47% at mid-year – 24% increase).

76% of the Other Ethnicities cohort (63% at mid-year – 13% increase; this cohort includes Australian, British/Irish, Other European, Polynesian, Asian, and students of African origin. Some of these students are ESL).

Year levels

Year 1 (n65) 100% 'at/above' (n65) – 100% of males are 'at/above' (n27) and 100% of females are 'at/above' (n38); 100% of all ethnicities are 'at/above'.

Year 2 (n74) 77% 'at/above' (n47) – 50% of males are 'at/above' (n21) and 72% of females are 'at/above' (n23); 56% of Māori are 'at/above' (n14) compared with 43% of NZ European (n19).

Year 3 (n65) 77% 'at/above' (n50) – 61% of males are 'at/above' (n17) and 89% of females are 'at/above' (n33); 81% of Māori are 'at/above' (n13) compared with 74% of NZ European (n32).

Year 4 (n81) 85% 'at/above' (n69) – 82% of males are 'at/above' (n36) and 89% of females are 'at/above' (n33); 83% of Māori are 'at/above' (n20) compared with 85% of NZ European (n44).

Year 5 (n69) 90% 'at/above' (n62) – 86% of males are 'at/above' (n25) and 93% of females are 'at/above' (n37); 83% of Māori are 'at/above' (n10) compared with 90% of NZ European (n43).

Year 6 (n83) 64% 'at/above' (n53) – 69% of males are 'at/above' (n24) and 60% of females are 'at/above' (n29); 46% of Māori are 'at/above' (n13) compared with 75% of NZ European (n39).

What next?

Rather than asking teachers to make hypotheses and suggest recommendations, this year, teams have been asked to provide action plans for improving achievement (two actions per curriculum area per team).

Writing – End-of-Year Report

The data

The data shown represent where students are placed in relation to the expected NZ Curriculum Level for their particular year level. The expected curriculum level is that for the end of the year. The data allow us to identify any areas of concern – and any cause for celebration.

Teachers have included data for English as a Second Language (ESL) students and transient students.

The data represent teachers' Overall Teacher Judgements (OTJs) of students' writing ability across the curriculum and is based on observations and assessment results.

437 students are represented – 205 boys and 232 girls.

Schoolwide

Currently writing at/above the end-of-year expected Curriculum Level for their year:

74% of all students (55% at mid-year – 19% increase).

62% of all boys (52% at mid-year – 10% increase).

84% of all girls (59% at mid-year – 25% increase).

72% of the NZ European cohort (57.5% at mid-year - 14.5% increase).

67% of the Māori cohort (50% at mid-year – 17% increase).

73% of the Other Ethnicities cohort (59% at mid-year – 14% increase; this cohort includes Australian, British/Irish, Other European, Polynesian, Asian, and students of African origin. Some of these students are ESL).

Year levels

Year 1 (n65) 100% 'at/above' (n65) – 100% of males are 'at/above' (n27) and 100% of females are 'at/above' (n38); 100% of all ethnicities are 'at/above'.

Year 2 (n74) 68% 'at/above' (n50) – 57% of males are 'at/above' (n24) and 81% of females are 'at/above' (n26); 71% of Māori are 'at/above' (n17) compared with 66% of NZ European (n29).

Year 3 (n65) 77% 'at/above' (n50) – 61% of males are 'at/above' (n17) and 89% of females are 'at/above' (n33); 75% of Māori are 'at/above' (n12) compared with 77% of NZ European (n33).

Year 4 (n81) 74% 'at/above' (n60) – 61% of males are 'at/above' (n27) and 89% of females are 'at/above' (n33); 71% of Māori are 'at/above' (n17) compared with 75% of NZ European (n39).

Year 5 (n69) 74% 'at/above' (n51) – 55% of males are 'at/above' (n16) and 88% of females are 'at/above' (n35); 58% of Māori are 'at/above' (n7) compared with 77% of NZ European (n37).

Year 6 (n83) 57% 'at/above' (n47) – 49% of males are 'at/above' (n17) and 63% of females are 'at/above' (n30); 43% of Māori are 'at/above' (n12) compared with 65% of NZ European (n34).

What next?

Rather than asking teachers to make hypotheses and suggest recommendations, this year, teams have been asked to provide action plans for improving achievement (two actions per curriculum area per team).

Maths – End-of-Year Report

The data

The data shown represent where students are placed in relation to the expected NZ Curriculum Level for their particular year level. The expected curriculum level is that for the end of the year. The data allow us to identify any areas of concern – and any cause for celebration.

Teachers have included data for English as a Second Language (ESL) students and transient students.

The data represent teachers' Overall Teacher Judgements (OTJs) of students' mathematical ability across the curriculum and is based on observations and assessment results.

437 students are represented – 205 boys and 232 girls.

Schoolwide

At/above the end-of-year expected Curriculum Level for their year level:

70% of all students (40% at mid-year – 30% increase).

69% of all boys (42% at mid-year – 27% increase).

72% of all girls (38% at mid-year – 34% increase).

70% of the NZ European cohort (42% at mid-year – 28% increase).

61% of the Māori cohort (35% at mid-year – 26% increase).

73% of the Other Ethnicities cohort (41% at mid-year – 32% increase; this cohort includes Australian, British/Irish, Other European, Polynesian, Asian, and students of African origin. Some of these students are ESL).

Year levels

Year 1 (n65) 100% 'at/above' (n65) – 100% of males are 'at/above' (n27) and 100% of females are 'at/above' (n38); 100% of all ethnicities are 'at/above'.

Year 2 (n74) 81% 'at/above' (n60) – 79% of males are 'at/above' (n33) and 84% of females are 'at/above' (n27); 79% of Māori are 'at/above' (n19) compared with 84% of NZ European (n37).

Year 3 (n65) 80% 'at/above' (n52) – 71% of males are 'at/above' (n20) and 86% of females are 'at/above' (n32); 75% of Māori are 'at/above' (n12) compared with 81% of NZ European (n35).

Year 4 (n81) 54% 'at/above' (n44) – 59% of males are 'at/above' (n26) and 49% of females are 'at/above' (n18); 33% of Māori are 'at/above' (n8) compared with 63% of NZ European (n33).

Year 5 (n69) 70% 'at/above' (n48) – 66% of males are 'at/above' (n19) and 73% of females are 'at/above' (n29); 67% of Māori are 'at/above' (n8) compared with 69% of NZ European (n33).

Year 6 (n83) 47% 'at/above' (n39) – 49% of males are 'at/above' (n17) and 38% of females are 'at/above' (n18); 39% of Māori are 'at/above' (n11) compared with 52% of NZ European (n27).

What next?

Rather than asking teachers to make hypotheses and suggest recommendations, this year, teams have been asked to provide action plans for improving achievement (two actions per curriculum area per team).

READING Year 1 Key: At/above = Within L1 and above		Within L1		At L1		Towards L2		At L2		Towards L3		At L3		Towards L4		At L4		Total
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No
All	Male	21	77.8%	4	14.8%	2	7.4%	0	0%	0	0%	0	0%	0	0%	0	0%	27
	Female	30	78.9%	6	15.8%	2	5.3%	0	0%	0	0%	0	0%	0	0%	0	0%	38
	Total	51	78.5%	10	15.4%	4	6.2%	0	0%	0	0%	0	0%	0	0%	0	0%	65
Maori	Male	8	80.0%	1	10.0%	1	10.0%	0	0%	0	0%	0	0%	0	0%	0	0%	10
	Female	10	76.9%	2	15.4%	1	7.7%	0	0%	0	0%	0	0%	0	0%	0	0%	13
	Total	18	78.3%	3	13.0%	2	8.7%	0	0%	0	0%	0	0%	0	0%	0	0%	23
Pasifika	Male	1	100.0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1
	Female	1	100.0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1
	Total	2	100.0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	2
Asian	Male	1	100.0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1
	Female	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Total	1	100.0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1
MELAA	Male	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Other	Male	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	1	100.0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1
	Total	0	0%	1	100.0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1
NZ/European	Male	11	73.3%	3	20.0%	1	6.7%	0	0%	0	0%	0	0%	0	0%	0	0%	15
	Female	19	82.6%	3	13.0%	1	4.3%	0	0%	0	0%	0	0%	0	0%	0	0%	23
	Total	30	78.9%	6	15.8%	2	5.3%	0	0%	0	0%	0	0%	0	0%	0	0%	38

READING Year 2 Key: At/above = At L1 and above		Within L1		At L1		Towards L2		At L2		Towards L3		At L3		Towards L4		At L4		Total
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No
All	Male	21	50.0%	8	19.0%	11	26.2%	2	4.8%	0	0%	0	0%	0	0%	0	0%	42
	Female	9	28.1%	11	34.4%	10	31.3%	2	6.3%	0	0%	0	0%	0	0%	0	0%	32
	Total	30	40.5%	19	25.7%	21	28.4%	4	5.4%	0	0%	0	0%	0	0%	0	0%	74
Maori	Male	8	47.1%	3	17.6%	5	29.4%	1	5.9%	0	0%	0	0%	0	0%	0	0%	17
	Female	3	37.5%	2	25.0%	3	37.5%	0	0%	0	0%	0	0%	0	0%	0	0%	8
	Total	11	44.0%	5	20.0%	8	32.0%	1	4.0%	0	0%	0	0%	0	0%	0	0%	25
Pasifika	Male	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Asian	Male	1	100.0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1
	Female	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Total	1	100.0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1
MELAA	Male	0	0%	0	0%	1	100.0%	0	0%	0	0%	0	0%	0	0%	0	0%	1
	Female	1	100.0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1
	Total	1	50.0%	0	0%	1	50.0%	0	0%	0	0%	0	0%	0	0%	0	0%	2
Other	Male	2	100.0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	2
	Female	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Total	2	100.0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	2
NZ/European	Male	10	47.6%	5	23.8%	5	23.8%	1	4.8%	0	0%	0	0%	0	0%	0	0%	21
	Female	5	21.7%	9	39.1%	7	30.4%	2	8.7%	0	0%	0	0%	0	0%	0	0%	23
	Total	15	34.1%	14	31.8%	12	27.3%	3	6.8%	0	0%	0	0%	0	0%	0	0%	44

READING Year 3 Key: At/above = Towards L2 and above		Within L1		At L1		Towards L2		At L2		Towards L3		At L3		Towards L4		At L4		Total
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No
All	Male	4	14.3%	7	25.0%	9	32.1%	3	10.7%	5	17.9%	0	0%	0	0%	0	0%	<u>28</u>
	Female	1	2.7%	3	8.1%	12	32.4%	17	45.9%	3	8.1%	1	2.7%	0	0%	0	0%	<u>37</u>
	Total	5	7.7%	10	15.4%	21	32.3%	20	30.8%	8	12.3%	1	1.5%	0	0%	0	0%	<u>65</u>
Maori	Male	3	33.3%	0	0%	4	44.4%	0	0%	2	22.2%	0	0%	0	0%	0	0%	<u>9</u>
	Female	0	0%	0	0%	3	42.9%	4	57.1%	0	0%	0	0%	0	0%	0	0%	<u>7</u>
	Total	3	18.8%	0	0%	7	43.8%	4	25.0%	2	12.5%	0	0%	0	0%	0	0%	<u>16</u>
Pasifika	Male	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	1	100.0%	0	0%	0	0%	0	0%	0	0%	<u>1</u>
	Total	0	0%	0	0%	0	0%	1	100.0%	0	0%	0	0%	0	0%	0	0%	<u>1</u>
Asian	Male	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Female	1	50.0%	0	0%	1	50.0%	0	0%	0	0%	0	0%	0	0%	0	0%	<u>2</u>
	Total	1	50.0%	0	0%	1	50.0%	0	0%	0	0%	0	0%	0	0%	0	0%	<u>2</u>
MELAA	Male	0	0%	0	0%	0	0%	1	100.0%	0	0%	0	0%	0	0%	0	0%	<u>1</u>
	Female	0	0%	0	0%	1	50.0%	1	50.0%	0	0%	0	0%	0	0%	0	0%	<u>2</u>
	Total	0	0%	0	0%	1	33.3%	2	66.7%	0	0%	0	0%	0	0%	0	0%	<u>3</u>
Other	Male	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
NZ/European	Male	1	5.6%	7	38.9%	5	27.8%	2	11.1%	3	16.7%	0	0%	0	0%	0	0%	<u>18</u>
	Female	0	0%	3	12.0%	7	28.0%	11	44.0%	3	12.0%	1	4.0%	0	0%	0	0%	<u>25</u>
	Total	1	2.3%	10	23.3%	12	27.9%	13	30.2%	6	14.0%	1	2.3%	0	0%	0	0%	<u>43</u>

READING Year 4 Key: At/above = At L2 and above		Within L1		At L1		Towards L2		At L2		Towards L3		At L3		Towards L4		At L4		Total
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No
All	Male	0	0%	2	4.5%	6	13.6%	17	38.6%	12	27.3%	7	15.9%	0	0%	0	0%	44
	Female	0	0%	0	0%	4	10.8%	13	35.1%	14	37.8%	6	16.2%	0	0%	0	0%	37
	Total	0	0%	2	2.5%	10	12.3%	30	37.0%	26	32.1%	13	16.0%	0	0%	0	0%	81
Maori	Male	0	0%	1	8.3%	0	0%	5	41.7%	5	41.7%	1	8.3%	0	0%	0	0%	12
	Female	0	0%	0	0%	3	25.0%	3	25.0%	6	50.0%	0	0%	0	0%	0	0%	12
	Total	0	0%	1	4.2%	3	12.5%	8	33.3%	11	45.8%	1	4.2%	0	0%	0	0%	24
Pasifika	Male	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Asian	Male	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0	0%	1	100.0%	0	0%	0	0%	1
	Total	0	0%	0	0%	0	0%	0	0%	0	0%	1	100.0%	0	0%	0	0%	1
MELAA	Male	0	0%	0	0%	0	0%	1	50.0%	0	0%	1	50.0%	0	0%	0	0%	2
	Female	0	0%	0	0%	0	0%	1	100.0%	0	0%	0	0%	0	0%	0	0%	1
	Total	0	0%	0	0%	0	0%	2	66.7%	0	0%	1	33.3%	0	0%	0	0%	3
Other	Male	0	0%	0	0%	0	0%	0	0%	0	0%	1	100.0%	0	0%	0	0%	1
	Female	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0	0%	1	100.0%	0	0%	0	0%	1
NZ/European	Male	0	0%	1	3.4%	6	20.7%	11	37.9%	7	24.1%	4	13.8%	0	0%	0	0%	29
	Female	0	0%	0	0%	1	4.3%	9	39.1%	8	34.8%	5	21.7%	0	0%	0	0%	23
	Total	0	0%	1	1.9%	7	13.5%	20	38.5%	15	28.8%	9	17.3%	0	0%	0	0%	52

READING Year 5 Key: At/above = Towards L3 and above		Within L1		At L1		Towards L2		At L2		Towards L3		At L3		Towards L4		At L4		Total
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No
All	Male	0	0%	0	0%	0	0%	4	13.8%	16	55.2%	7	24.1%	2	6.9%	0	0%	<u>29</u>
	Female	0	0%	0	0%	0	0%	3	7.5%	33	82.5%	3	7.5%	1	2.5%	0	0%	<u>40</u>
	Total	0	0%	0	0%	0	0%	7	10.1%	49	71.0%	10	14.5%	3	4.3%	0	0%	<u>69</u>
Maori	Male	0	0%	0	0%	0	0%	1	14.3%	6	85.7%	0	0%	0	0%	0	0%	<u>7</u>
	Female	0	0%	0	0%	0	0%	1	20.0%	4	80.0%	0	0%	0	0%	0	0%	<u>5</u>
	Total	0	0%	0	0%	0	0%	2	16.7%	10	83.3%	0	0%	0	0%	0	0%	<u>12</u>
Pasifika	Male	0	0%	0	0%	0	0%	0	0%	1	50.0%	0	0%	1	50.0%	0	0%	<u>2</u>
	Female	0	0%	0	0%	0	0%	0	0%	1	100.0%	0	0%	0	0%	0	0%	<u>1</u>
	Total	0	0%	0	0%	0	0%	0	0%	2	66.7%	0	0%	1	33.3%	0	0%	<u>3</u>
Asian	Male	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	3	100.0%	0	0%	0	0%	0	0%	<u>3</u>
	Total	0	0%	0	0%	0	0%	0	0%	3	100.0%	0	0%	0	0%	0	0%	<u>3</u>
MELAA	Male	0	0%	0	0%	0	0%	0	0%	0	0%	1	100.0%	0	0%	0	0%	<u>1</u>
	Female	0	0%	0	0%	0	0%	0	0%	2	100.0%	0	0%	0	0%	0	0%	<u>2</u>
	Total	0	0%	0	0%	0	0%	0	0%	2	66.7%	1	33.3%	0	0%	0	0%	<u>3</u>
Other	Male	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
NZ/European	Male	0	0%	0	0%	0	0%	3	15.8%	9	47.4%	6	31.6%	1	5.3%	0	0%	<u>19</u>
	Female	0	0%	0	0%	0	0%	2	6.9%	23	79.3%	3	10.3%	1	3.4%	0	0%	<u>29</u>
	Total	0	0%	0	0%	0	0%	5	10.4%	32	66.7%	9	18.8%	2	4.2%	0	0%	<u>48</u>

READING Year 6 Key: At/above = At L3 and above		Within L1		At L1		Towards L2		At L2		Towards L3		At L3		Towards L4		At L4		Total
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No
All	Male	0	0%	0	0%	0	0%	1	2.9%	10	28.6%	18	51.4%	6	17.1%	0	0%	35
	Female	0	0%	0	0%	0	0%	2	4.2%	17	35.4%	24	50.0%	4	8.3%	1	2.1%	48
	Total	0	0%	0	0%	0	0%	3	3.6%	27	32.5%	42	50.6%	10	12.0%	1	1.2%	83
Maori	Male	0	0%	0	0%	0	0%	0	0%	2	22.2%	6	66.7%	1	11.1%	0	0%	9
	Female	0	0%	0	0%	0	0%	2	10.5%	11	57.9%	5	26.3%	1	5.3%	0	0%	19
	Total	0	0%	0	0%	0	0%	2	7.1%	13	46.4%	11	39.3%	2	7.1%	0	0%	28
Pasifika	Male	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Asian	Male	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	1	100.0%	0	0%	0	0%	0	0%	1
	Total	0	0%	0	0%	0	0%	0	0%	1	100.0%	0	0%	0	0%	0	0%	1
MELAA	Male	0	0%	0	0%	0	0%	0	0%	1	100.0%	0	0%	0	0%	0	0%	1
	Female	0	0%	0	0%	0	0%	0	0%	0	0%	1	100.0%	0	0%	0	0%	1
	Total	0	0%	0	0%	0	0%	0	0%	1	50.0%	1	50.0%	0	0%	0	0%	2
Other	Male	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
NZ/European	Male	0	0%	0	0%	0	0%	1	4.0%	7	28.0%	12	48.0%	5	20.0%	0	0%	25
	Female	0	0%	0	0%	0	0%	0	0%	5	18.5%	18	66.7%	3	11.1%	1	3.7%	27
	Total	0	0%	0	0%	0	0%	1	1.9%	12	23.1%	30	57.7%	8	15.4%	1	1.9%	52

[illegible]

WRITING Year 2 Key: At/above = At L1 and above		Within L1		At L1		Towards L2		At L2		Towards L3		At L3		Towards L4		At L4		Total
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No
All	Male	18	42.9%	22	52.4%	2	4.8%	0	0%	0	0%	0	0%	0	0%	0	0%	42
	Female	6	19.4%	16	51.6%	9	29.0%	0	0%	0	0%	0	0%	0	0%	0	0%	31
	Total	24	32.9%	38	52.1%	11	15.1%	0	0%	0	0%	0	0%	0	0%	0	0%	73
Maori	Male	6	35.3%	10	58.8%	1	5.9%	0	0%	0	0%	0	0%	0	0%	0	0%	17
	Female	1	12.5%	5	62.5%	2	25%	0	0%	0	0%	0	0%	0	0%	0	0%	8
	Total	7	29.2%	14	58.3%	3	12.5%	0	0%	0	0%	0	0%	0	0%	0	0%	24
Pasifika	Male	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Asian	Male	0	0%	1	100.0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1
	Female	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	1	100.0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1
MELAA	Male	0	0%	1	100.0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1
	Female	0	0%	1	100.0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1
	Total	0	0%	2	100.0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	2
Other	Male	2	100.0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	2
	Female	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Total	2	100.0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	2
NZ/European	Male	10	47.6%	10	47.6%	1	4.8%	0	0%	0	0%	0	0%	0	0%	0	0%	21
	Female	5	21.7%	11	47.8%	7	30.4%	0	0%	0	0%	0	0%	0	0%	0	0%	23
	Total	15	34.1%	21	47.7%	8	18.2%	0	0%	0	0%	0	0%	0	0%	0	0%	44

WRITING Year 3 Key: At/above = Towards L2 and above		Within L1		At L1		Towards L2		At L2		Towards L3		At L3		Towards L4		At L4		Total
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No
All	Male	5	17.9%	6	21.4%	12	42.9%	5	17.9%	0	0%	0	0%	0	0%	0	0%	<u>28</u>
	Female	1	2.7%	3	8.1%	15	40.5%	18	48.6%	0	0%	0	0%	0	0%	0	0%	<u>37</u>
	Total	6	9.2%	9	13.8%	27	41.5%	23	35.4%	0	0%	0	0%	0	0%	0	0%	<u>65</u>
Maori	Male	2	22.2%	2	22.2%	4	44.4%	1	11.1%	0	0%	0	0%	0	0%	0	0%	<u>9</u>
	Female	0	0%	0	0%	3	42.9%	4	57.1%	0	0%	0	0%	0	0%	0	0%	<u>7</u>
	Total	2	12.5%	2	12.5%	7	43.8%	5	31.3%	0	0%	0	0%	0	0%	0	0%	<u>16</u>
Pasifika	Male	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	1	100.0%	0	0%	0	0%	0	0%	0	0%	<u>1</u>
	Total	0	0%	0	0%	0	0%	1	100.0%	0	0%	0	0%	0	0%	0	0%	<u>1</u>
Asian	Male	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Female	1	50.0%	0	0%	1	50.0%	0	0%	0	0%	0	0%	0	0%	0	0%	<u>2</u>
	Total	1	50.0%	0	0%	1	50.0%	0	0%	0	0%	0	0%	0	0%	0	0%	<u>2</u>
MELAA	Male	0	0%	0	0%	1	100.0%	0	0%	0	0%	0	0%	0	0%	0	0%	<u>1</u>
	Female	0	0%	0	0%	1	50.0%	1	50.0%	0	0%	0	0%	0	0%	0	0%	<u>2</u>
	Total	0	0%	0	0%	2	66.7%	1	33.3%	0	0%	0	0%	0	0%	0	0%	<u>3</u>
Other	Male	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
NZ/European	Male	3	16.7%	4	22.2%	7	38.9%	4	22.2%	0	0%	0	0%	0	0%	0	0%	<u>18</u>
	Female	0	0%	3	12.0%	10	40.0%	12	48.0%	0	0%	0	0%	0	0%	0	0%	<u>25</u>
	Total	3	7.0%	7	16.3%	17	39.5%	16	37.2%	0	0%	0	0%	0	0%	0	0%	<u>43</u>

WRITING Year 4 Key: At/above = At L2 and above		Within L1		At L1		Towards L2		At L2		Towards L3		At L3		Towards L4		At L4		Total
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No
All	Male	1	2.3%	2	4.5%	14	31.8%	21	47.7%	6	13.6%	0	0%	0	0%	0	0%	44
	Female	0	0%	1	2.7%	3	8.1%	27	73.0%	6	16.2%	0	0%	0	0%	0	0%	37
	Total	1	1.2%	3	3.7%	17	21.0%	48	59.3%	12	14.8%	0	0%	0	0%	0	0%	81
Maori	Male	0	0%	1	8.3%	3	25.0%	7	58.3%	1	8.3%	0	0%	0	0%	0	0%	12
	Female	0	0%	1	8.3%	2	16.7%	9	75.0%	0	0%	0	0%	0	0%	0	0%	12
	Total	0	0%	2	8.3%	5	20.8%	16	66.7%	1	4.2%	0	0%	0	0%	0	0%	24
Pasifika	Male	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Asian	Male	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	1	100.0%	0	0%	0	0%	0	0%	1
	Total	0	0%	0	0%	0	0%	0	0%	1	100.0%	0	0%	0	0%	0	0%	1
MELAA	Male	0	0%	0	0%	1	50.0%	0	0%	1	50.0%	0	0%	0	0%	0	0%	2
	Female	0	0%	0	0%	0	0%	1	100.0%	0	0%	0	0%	0	0%	0	0%	1
	Total	0	0%	0	0%	1	33.3%	1	33.3%	1	33.3%	0	0%	0	0%	0	0%	3
Other	Male	0	0%	0	0%	0	0%	0	0%	1	100.0%	0	0%	0	0%	0	0%	1
	Female	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	1	100.0%	0	0%	0	0%	0	0%	1
NZ/European	Male	1	3.4%	1	3.4%	10	34.5%	14	48.3%	3	10.3%	0	0%	0	0%	0	0%	29
	Female	0	0%	0	0%	1	4.3%	17	73.9%	5	21.7%	0	0%	0	0%	0	0%	23
	Total	1	1.9%	1	1.9%	11	21.2%	31	59.6%	8	15.4%	0	0%	0	0%	0	0%	52

WRITING Year 5 Key: At/above = Towards L3 and above		Within L1		At L1		Towards L2		At L2		Towards L3		At L3		Towards L4		At L4		Total
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No
All	Male	0	0%	1	3.4%	2	6.9%	10	34.5%	14	48.3%	2	6.9%	0	0%	0	0%	<u>29</u>
	Female	0	0%	0	0%	2	5.0%	3	7.5%	29	72.5%	6	15.0%	0	0%	0	0%	<u>40</u>
	Total	0	0%	1	1.4%	4	5.8%	13	18.8%	43	62.3%	8	11.6%	0	0%	0	0%	<u>69</u>
Maori	Male	0	0%	1	14.3%	0	0%	2	28.6%	4	57.1%	0	0%	0	0%	0	0%	<u>7</u>
	Female	0	0%	0	0%	1	20.0%	1	20.0%	3	60.0%	0	0%	0	0%	0	0%	<u>5</u>
	Total	0	0%	1	8.3%	1	8.3%	3	25.0%	7	58.3%	0	0%	0	0%	0	0%	<u>12</u>
Pasifika	Male	0	0%	0	0%	1	50.0%	0	0%	0	0%	1	50.0%	0	0%	0	0%	<u>2</u>
	Female	0	0%	0	0%	0	0%	0	0%	1	100.0%	0	0%	0	0%	0	0%	<u>1</u>
	Total	0	0%	0	0%	1	33.3%	0	0%	1	33.3%	1	33.3%	0	0%	0	0%	<u>3</u>
Asian	Male	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	1	33.3%	2	66.7%	0	0%	0	0%	0	0%	<u>3</u>
	Total	0	0%	0	0%	0	0%	1	33.3%	2	66.7%	0	0%	0	0%	0	0%	<u>3</u>
MELAA	Male	0	0%	0	0%	0	0%	0	0%	1	100.0%	0	0%	0	0%	0	0%	<u>1</u>
	Female	0	0%	0	0%	0	0%	0	0%	2	100.0%	0	0%	0	0%	0	0%	<u>2</u>
	Total	0	0%	0	0%	0	0%	0	0%	3	100.0%	0	0%	0	0%	0	0%	<u>3</u>
Other	Male	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
NZ/European	Male	0	0%	0	0%	1	5.3%	8	42.1%	9	47.4%	1	5.3%	0	0%	0	0%	<u>19</u>
	Female	0	0%	0	0%	1	3.4%	1	3.4%	21	72.4%	6	20.7%	0	0%	0	0%	<u>29</u>
	Total	0	0%	0	0%	2	4.2%	9	18.8%	30	62.5%	7	14.6%	0	0%	0	0%	<u>48</u>

WRITING Year 6 Key: At/above = At L3 and above		Within L1		At L1		Towards L2		At L2		Towards L3		At L3		Towards L4		At L4		Total
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No
All	Male	0	0%	0	0%	1	2.9%	2	5.7%	15	42.9%	15	42.9%	2	5.7%	0	0%	35
	Female	0	0%	0	0%	1	2.1%	5	10.4%	12	25.0%	25	52.1%	5	10.4%	0	0%	48
	Total	0	0%	0	0%	2	2.4%	7	8.4%	27	32.5%	40	48.2%	7	8.4%	0	0%	83
Maori	Male	0	0%	0	0%	0	0%	0	0%	4	44.4%	4	44.4%	1	11.1%	0	0%	9
	Female	0	0%	0	0%	1	5.3%	5	26.3%	6	31.6%	6	31.6%	1	5.3%	0	0%	19
	Total	0	0%	0	0%	1	3.6%	5	17.9%	10	35.7%	10	35.7%	2	7.1%	0	0%	28
Pasifika	Male	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Asian	Male	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	1	100.0%	0	0%	0	0%	0	0%	1
	Total	0	0%	0	0%	0	0%	0	0%	1	100.0%	0	0%	0	0%	0	0%	1
MELAA	Male	0	0%	0	0%	0	0%	0	0%	1	100.0%	0	0%	0	0%	0	0%	1
	Female	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	100.0%	0	0%	1
	Total	0	0%	0	0%	0	0%	0	0%	1	50.0%	0	0%	1	50.0%	0	0%	2
Other	Male	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
NZ/European	Male	0	0%	0	0%	1	4.0%	2	8.0%	10	40.0%	11	44.0%	1	4.0%	0	0%	25
	Female	0	0%	0	0%	0	0%	0	0%	5	18.5%	19	70.4%	3	11.1%	0	0%	27
	Total	0	0%	0	0%	1	1.9%	2	3.8%	15	28.8%	30	57.7%	4	7.7%	0	0%	52

MATHEMATICS Year 2 Key: At/above = At L1 and above		Within L1		At L1		Towards L2		At L2		Towards L3		At L3		Towards L4		At L4		Total
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No
All	Male	9	21.4%	28	66.7%	5	11.9%	0	0%	0	0%	0	0%	0	0%	0	0%	42
	Female	5	16.1%	24	74.2%	3	9.7%	0	0%	0	0%	0	0%	0	0%	0	0%	32
	Total	14	19.2%	52	69.9%	8	11.0%	0	0%	0	0%	0	0%	0	0%	0	0%	74
Maori	Male	5	29.4%	9	52.9%	3	17.6%	0	0%	0	0%	0	0%	0	0%	0	0%	17
	Female	1	12.5%	7	87.5%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	8
	Total	6	25.0%	15	62.5%	3	12.5%	0	0%	0	0%	0	0%	0	0%	0	0%	24
Pasifika	Male	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Asian	Male	0	0%	1	100.0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1
	Female	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	1	100.0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1
MELAA	Male	0	0%	1	100.0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1
	Female	0	0%	1	100.0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1
	Total	0	0%	2	100.0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	2
Other	Male	1	50.0%	1	50.0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	2
	Female	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Total	1	50.0%	1	50.0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	2
NZ/European	Male	3	14.3%	16	76.2%	2	9.5%	0	0%	0	0%	0	0%	0	0%	0	0%	21
	Female	4	17.4%	16	69.6%	3	13.0%	0	0%	0	0%	0	0%	0	0%	0	0%	23
	Total	7	15.9%	32	72.7%	5	11.4%	0	0%	0	0%	0	0%	0	0%	0	0%	44

MATHEMATICS Year 3 Key: At/above = Towards L2 and above		Within L1		At L1		Towards L2		At L2		Towards L3		At L3		Towards L4		At L4		Total
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No
All	Male	0	0%	8	28.6%	18	64.3%	2	7.1%	0	0%	0	0%	0	0%	0	0%	<u>28</u>
	Female	0	0%	5	13.5%	31	83.8%	1	2.7%	0	0%	0	0%	0	0%	0	0%	<u>37</u>
	Total	0	0%	13	20.0%	49	75.4%	3	4.6%	0	0%	0	0%	0	0%	0	0%	<u>65</u>
Maori	Male	0	0%	3	33.3%	6	66.7%	0	0%	0	0%	0	0%	0	0%	0	0%	<u>9</u>
	Female	0	0%	1	14.3%	6	85.7%	0	0%	0	0%	0	0%	0	0%	0	0%	<u>7</u>
	Total	0	0%	4	25.0%	12	75.0%	0	0%	0	0%	0	0%	0	0%	0	0%	<u>16</u>
Pasifika	Male	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	1	100.0%	0	0%	0	0%	0	0%	0	0%	0	0%	<u>1</u>
	Total	0	0%	0	0%	1	100.0%	0	0%	0	0%	0	0%	0	0%	0	0%	<u>1</u>
Asian	Male	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	1	50.0%	1	50.0%	0	0%	0	0%	0	0%	0	0%	0	0%	<u>2</u>
	Total	0	0%	1	50.0%	1	50.0%	0	0%	0	0%	0	0%	0	0%	0	0%	<u>2</u>
MELAA	Male	0	0%	0	0%	1	100.0%	0	0%	0	0%	0	0%	0	0%	0	0%	<u>1</u>
	Female	0	0%	0	0%	2	100.0%	0	0%	0	0%	0	0%	0	0%	0	0%	<u>2</u>
	Total	0	0%	0	0%	3	100.0%	0	0%	0	0%	0	0%	0	0%	0	0%	<u>3</u>
Other	Male	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
NZ/European	Male	0	0%	5	27.8%	11	61.1%	2	11.1%	0	0%	0	0%	0	0%	0	0%	<u>18</u>
	Female	0	0%	3	12.0%	21	84.0%	1	4.0%	0	0%	0	0%	0	0%	0	0%	<u>25</u>
	Total	0	0%	8	18.6%	32	74.4%	3	7.0%	0	0%	0	0%	0	0%	0	0%	<u>43</u>

MATHEMATICS Year 4 Key: At/above = At L2 and above		Within L1		At L1		Towards L2		At L2		Towards L3		At L3		Towards L4		At L4		Total
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No
All	Male	0	0%	3	6.8%	15	34.1%	16	36.4%	6	13.6%	4	9.1%	0	0%	0	0%	<u>44</u>
	Female	0	0%	2	5.4%	17	45.9%	15	40.5%	2	5.4%	1	2.7%	0	0%	0	0%	<u>37</u>
	Total	0	0%	5	6.2%	32	39.5%	31	38.3%	8	9.9%	5	6.2%	0	0%	0	0%	<u>81</u>
Maori	Male	0	0%	1	8.3%	5	41.7%	3	25.0%	2	16.7%	1	8.3%	0	0%	0	0%	<u>12</u>
	Female	0	0%	2	16.7%	8	66.7%	2	16.7%	0	0%	0	0%	0	0%	0	0%	<u>12</u>
	Total	0	0%	3	12.5%	13	54.2%	5	20.8%	2	8.3%	1	4.2%	0	0%	0	0%	<u>24</u>
Pasifika	Male	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Asian	Male	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	1	100.0%	0	0%	0	0%	0	0%	0	0%	<u>1</u>
	Total	0	0%	0	0%	0	0%	1	100.0%	0	0%	0	0%	0	0%	0	0%	<u>1</u>
MELAA	Male	0	0%	0	0%	1	50.0%	1	50.0%	0	0%	0	0%	0	0%	0	0%	<u>2</u>
	Female	0	0%	0	0%	1	100.0%	0	0%	0	0%	0	0%	0	0%	0	0%	<u>1</u>
	Total	0	0%	0	0%	2	66.7%	1	33.3%	0	0%	0	0%	0	0%	0	0%	<u>3</u>
Other	Male	0	0%	0	0%	0	0%	0	0%	0	0%	1	100.0%	0	0%	0	0%	<u>1</u>
	Female	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0	0%	1	100.0%	0	0%	0	0%	<u>1</u>
NZ/European	Male	0	0%	2	6.9%	9	31.0%	12	41.4%	4	13.8%	2	6.9%	0	0%	0	0%	<u>29</u>
	Female	0	0%	0	0%	8	34.8%	12	52.2%	2	8.7%	1	4.3%	0	0%	0	0%	<u>23</u>
	Total	0	0%	2	3.8%	17	32.7%	24	46.2%	6	11.5%	3	5.8%	0	0%	0	0%	<u>52</u>

MATHEMATICS Year 5 Key: At/above = Towards L3 and above		Within L1		At L1		Towards L2		At L2		Towards L3		At L3		Towards L4		At L4		Total
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No
All	Male	0	0%	0	0%	2	6.9%	8	27.6%	13	44.8%	2	6.9%	0	0%	4	13.8%	<u>29</u>
	Female	0	0%	0	0%	1	2.5%	10	25.0%	23	57.5%	6	15.0%	0	0%	0	0%	<u>40</u>
	Total	0	0%	0	0%	3	4.3%	18	26.1%	36	52.2%	8	11.6%	0	0%	4	5.8%	<u>69</u>
Maori	Male	0	0%	0	0%	1	14.3%	1	14.3%	4	57.1%	1	14.3%	0	0%	0	0%	<u>7</u>
	Female	0	0%	0	0%	1	20.0%	1	20.0%	3	60.0%	0	0%	0	0%	0	0%	<u>5</u>
	Total	0	0%	0	0%	2	16.7%	2	16.7%	7	58.3%	1	8.3%	0	0%	0	0%	<u>12</u>
Pasifika	Male	0	0%	0	0%	0	0%	1	50.0%	0	0%	0	0%	0	0%	1	50.0%	<u>2</u>
	Female	0	0%	0	0%	0	0%	0	0%	1	100.0%	0	0%	0	0%	0	0%	<u>1</u>
	Total	0	0%	0	0%	0	0%	1	33.3%	1	33.3%	0	0%	0	0%	1	33.3%	<u>3</u>
Asian	Male	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	3	100.0%	0	0%	0	0%	0	0%	<u>3</u>
	Total	0	0%	0	0%	0	0%	0	0%	3	100.0%	0	0%	0	0%	0	0%	<u>3</u>
MELAA	Male	0	0%	0	0%	0	0%	0	0%	1	100.0%	0	0%	0	0%	0	0%	<u>1</u>
	Female	0	0%	0	0%	0	0%	1	50.0%	1	50.0%	0	0%	0	0%	0	0%	<u>2</u>
	Total	0	0%	0	0%	0	0%	1	33.3%	2	66.7%	0	0%	0	0%	0	0%	<u>3</u>
Other	Male	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
NZ/European	Male	0	0%	0	0%	1	5.3%	6	31.6%	8	42.1%	1	5.3%	0	0%	3	15.8%	<u>19</u>
	Female	0	0%	0	0%	0	0%	8	27.6%	15	51.7%	6	20.7%	0	0%	0	0%	<u>29</u>
	Total	0	0%	0	0%	1	2.1%	14	29.2%	23	47.9%	7	14.6%	0	0%	3	6.3%	<u>48</u>

MATHEMATICS Year 6 Key: At/above = At L3 and above		Within L1		At L1		Towards L2		At L2		Towards L3		At L3		Towards L4		At L4		Total
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No
All	Male	0	0%	0	0%	1	2.9%	1	2.9%	16	45.7%	11	31.4%	2	5.7%	4	11.4%	35
	Female	0	0%	0	0%	0	0%	5	10.4%	21	43.8%	15	31.3%	6	12.5%	1	2.1%	48
	Total	0	0%	0	0%	1	1.2%	6	7.2%	37	44.6%	26	31.3%	8	9.6%	5	6.0%	83
Maori	Male	0	0%	0	0%	0	0%	0	0%	5	55.6%	1	11.1%	1	11.1%	2	22.2%	9
	Female	0	0%	0	0%	0	0%	5	26.3%	7	36.8%	5	26.3%	2	10.5%	0	0%	19
	Total	0	0%	0	0%	0	0%	5	17.9%	12	42.9%	6	21.4%	3	10.7%	2	7.1%	28
Pasifika	Male	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Asian	Male	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	1	100.0%	0	0%	0	0%	0	0%	1
	Total	0	0%	0	0%	0	0%	0	0%	1	100.0%	0	0%	0	0%	0	0%	1
MELAA	Male	0	0%	0	0%	0	0%	0	0%	1	100.0%	0	0%	0	0%	0	0%	1
	Female	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	100.0%	0	0%	1
	Total	0	0%	0	0%	0	0%	0	0%	1	50.0%	0	0%	1	50.0%	0	0%	2
Other	Male	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
NZ/European	Male	0	0%	0	0%	1	4.0%	1	4.0%	10	40.0%	10	40.0%	1	4.0%	2	8.0%	25
	Female	0	0%	0	0%	0	0%	0	0%	13	48.1%	10	37.0%	3	11.1%	1	3.7%	27
	Total	0	0%	0	0%	1	1.9%	1	1.9%	23	44.2%	20	38.5%	4	7.7%	3	5.8%	52

Analysis of Variance Reporting



School Name:	Riverview School	School Number:	1594												
Strategic Aim:	To improve Literacy and Numeracy outcomes for Ākonga who identify as Māori.														
Annual Aim:	To raise Māori ākonga achievement outcomes to 80% achieving at or above expectation for their age.														
Target:	Our school target is for 80% or more of all students be at or above expectation in Reading Writing and Mathematics at the end of each year. Over recent years our Māori cohort have achieved at a lower result then the general population. In 2020, a concerted effort was made to improve on this outcome, with some pleasing progress, and the same focus is in play for 2021, with some added or altered strategies.														
Baseline Data:	<p>At the end of 2020 our data told us the following general data for this goal:</p> <table border="1"> <thead> <tr> <th></th> <th>READING</th> <th>WRITING</th> <th>MATHS</th> </tr> </thead> <tbody> <tr> <td>All students N(442)</td> <td>N(376) 85%</td> <td>N(341) 77%</td> <td>N(336) 76%</td> </tr> <tr> <td>Māori Students N(130)</td> <td>N(106) 82%</td> <td>N(97) 75%</td> <td>N(96) 74%</td> </tr> </tbody> </table> <p>This baseline data shows an improvement on previous years and can be attributed to the work done throughout 2020 in this area. The goal of having 80% Māori ākonga being at or above expectation has been reached in Reading but not in Writing and Mathematics. Interestingly, the same applies across “All Students,” so we have work to do in this respect also.</p> <p>Much of what we plan for 2021 is similar to the 2020 plan, as we are working with the same cohort of learners and with the same goals.</p>				READING	WRITING	MATHS	All students N(442)	N(376) 85%	N(341) 77%	N(336) 76%	Māori Students N(130)	N(106) 82%	N(97) 75%	N(96) 74%
	READING	WRITING	MATHS												
All students N(442)	N(376) 85%	N(341) 77%	N(336) 76%												
Māori Students N(130)	N(106) 82%	N(97) 75%	N(96) 74%												



Tātaritanga raraunga

Tātaritanga raraunga

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>In order to support this initiative, the following was put in place:</p> <ul style="list-style-type: none"> a. Vicki Bell has a Management Unit with responsibility for coordinating the efforts we are making and summarising progress. She led various PLD initiatives for staff. b. We planned for Whānau Hui meetings at least once each term, but these were not possible with Covid forcing lock downs and the stopping of parents on campus. c. Specialist te Reo Maori in classes is continuing with one specialist lesson per week per class. Also, each staff member (including Office Staff and Learning Support Assistants) was attached to a class's weekly lesson, to grow their competency in te Reo. d. Kapa haka has been a significant part of Riverview School for many years and was planned as a key element of this 	<p>Many of the strategies were adversely affected by the Covid-19 lockdown and various levels of restriction throughout the year</p> <p>The End of (2021) Year student achievement data shows that some very disappointing results:</p> <p>In Reading 71% (N=93 out of 131) of Maori ākonga were at or above expectation compared to 79% of all students.</p> <p>In Writing 67% (N=88 out of 131) of Maori ākonga were at or above expectation compared to 74% of all students.</p> <p>In Maths 61% (N=80 out of 131) of Maori ākonga were at or above expectation compared to 70% of all students.</p> <p>These results are extremely disappointing.</p>	<p>We believe that the combination of strategies, based on the previous year's success, was correct, and would have proven successful in normal circumstances.</p> <p>Negative factors that contributed to the result included:</p> <p>Lockdowns and restrictions had a negative impact on many Māori ākonga. They did better when face-to-face with the teacher, especially during release times provided.</p> <p>Many did not engage in learning when at home.</p> <p>Many ākonga, had extremely poor attendance, some being away from school 30 – 50% of the school year.</p> <p>Compared to 2020, there was a great deal more worry and anxiety in homes and the community in</p>	<p>With this disappointing result, we are continuing with this improvement focus for one more year in 2022. We have committed to the following:</p> <ol style="list-style-type: none"> 1. The Board has again allocated funding to release classroom teachers across the school to work with identified Maori ākonga for two 30 minute periods per week, from Year 2 up. 2. We will consult with whanau on what we are doing, as able in the circumstances. 3. The weekly te reo classes across the school shall continue (BOT funded) together with all staff being required to attend. 4. The school has renewed the MOE funded PLD contract into 2022 on "Cultural Capability" and adding a focus on the new NZ Histories curriculum. There is a lot of cross-over common areas of learning in these.

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<p>initiative, but was put on hold because of covid..</p> <p>e. The BOT funded for additional Teacher Aid time to release classroom teachers twice a week for 30 minutes to work with identified Maori ākonga to lift their achievement levels. This was double the funding of 2020 and time allocated to this initiative.</p> <p>f. We entered a PLD contract on “Cultural Capability” for all teachers with Dr Lisa Watson of Auckland University, aiming to improve teacher confidence and knowledge in working within a “Te Ao” Māori world view.</p>	<p>Of note is the fact that “All Students” results also dropped markedly, across all areas.</p> <p>However, the gap also increased between Māori achievement and “All students.”</p>	<p>general, seen in overall lower achievement levels.</p> <p>The PLD with Dr Watson proved very positive and enabling, with teachers across the school growing in the knowledge of te reo Māori and tikanga Māori.</p>	<p>5. A teacher has a Management Unit assigned to monitor and promote this goal and trial other initiatives.</p> <p>6. A PB4L PLD contract is being run at the same time, with a focus on how this can assist Māori ākonga success in the general school environment.</p>
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Planning for next year:

For the 2022 Annual Plan and Budget:

1. The Board will allocate funding to release classroom teachers across the school to work with identified Maori ākonga in Years 2 – 6 for two 30 minute periods each week.
2. The weekly te reo classes across the school shall continue (BOT funded, 0.4 of a Full Time Teacher)) together with all staff being required to attend.
3. The school has renewed an MOE funded PLD contract for 2022 on “Cultural Capability”, together with introducing the new NZ Histories curriculum. Lisa Watson from the University of Auckland is working with staff and students.
4. Continuation of the PB4L contract, keeping a focus on how Māori ākonga can be empowered to succeed.

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